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| **Kindergarten ELA Priority Standards** | | |
| **Reading** | | |
| **Foundational Skills (RF)** | **Literature (RL)** | **Informational Text (RI)** |
| **RF.K.1 – Print Concepts**  Demonstrate understanding of the organization and basic features of print.   * Follow words from left to right, top to bottom, and page by page. * Recognize that spoken words are represented in written language by specific sequences of letters. * Understand that words are separated by spaces in print. * Recognize and name all upper- and lowercase letters of the alphabet. | **RL.K.1 – Key Ideas and Details**  With prompting and support, ask and answer questions about key details in a text. | **RL.K.10 – Range of Reading and Level of Text Complexity**  Actively engage in group reading activities with purpose and understanding. |
| **RF.K.2 – Phonological Awareness**  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   * Recognize and produce rhyming words. * Count, pronounce, blend, and segment syllables in spoken words. * Blend and segment onsets and rimes of single-syllable spoken words. * Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words).\* (This does not include CVCs ending with /l/, /r/, or /x/.) * Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | **RL.K.2 – Key Ideas and Details**  With prompting and support, retell familiar stories, including key details. |  |
| **RF.K.3 – Phonics and Word Recognition**  Know and apply grade-level phonics and word analysis skills in decoding words.   * Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. * Associate the long and short sounds with common spellings (graphemes) for the five major vowels. * Read common high-frequency words by sight (e.g., the, of, you, she, my, is, are, do, does). * Distinguish between similarly spelled words by identifying the sounds of letters that differ. | **RL.K.10 – Range of Reading and Level of Text Complexity**  Actively engage in group reading activities with purpose and understanding. |
| **RF.K.4 – Fluency**  Read emergent-reader texts with purpose and understanding. |  |

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| **Kindergarten ELA Priority Standards** | | |
| **Writing (W)** | **Speaking and Listening (SL)** | **Language (L)** |
| **W.K.1 – Text Types and Purposes**  Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). | **SL.K.1 – Comprehension and Collaboration**  Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.   * Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about topics and texts under discussion). * Continue a conversation through multiple exchanges. | **L.K.2 – Conventions of Standard English**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Capitalize the first word in a sentence and the pronoun *I*. * Recognize and name end punctuation. * Write a letter or letters for most consonant and short-vowel sounds (phonemes). * Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |
| **W.K.7 – Research to Build and Present Writing**  Participate in short research and writing projects (e.g., explore a number of books by a given favorite author and express opinions about them). | **SL.K.2 – Comprehension and Collaboration**  Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | **L.2.6 – Vocabulary Acquisition and Use**  Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). |
|  | **SL.K.3 – Comprehension and Collaboration**  Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |  |
| **SL.K.6 – Presentation of Knowledge and Ideas**  Speak audibly and express thoughts, feelings, and ideas clearly. |